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ABSTRACT

This document discusses the collection of early children's books at the Education Library at the University of Liverpool (England). Following background on the creation of the Education Library, the acquisitions policy is summarized and some of the authors represented are listed. The collections of children's periodicals, manuscript exercise books, and illustrated books are then described. Several reproductions of excerpts and illustrations from the collection are included. Information on the University of Liverpool Department of Education programs and publications is provided. (MES)

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THE LIVERPOOL COLLECTION OF EARLY CHILDREN'S BOOKS : A RESEARCH RESOURCE

ANTHONY HARTNETT AND JOHN VAUGHAN

VENUS—*Aphrodite.*

UNIVERSITY OF LIVERPOOL
DEPARTMENT OF EDUCATION
OCCASIONAL PAPER

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THE ſucceſs which has attended the former Editions of this Work has ſtimulated the Proprietors to render it ſtill more uſeful to the young Reader, and conſequently more worthy of the public patronage. Some of the ſubjects have been enlarged, all have been reviſed, and great additions have been made to ſome of the chapters; many of which have been differently arranged, and the Editor hopes claſſed in a more ſcientific manner. The Moral Reflections that are interſperſed throughout the whole volume will, he doubts not, be highly acceptable to all Parents and Guardians.

STRAND,
May 24th, 1803.

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THE LIVERPOOL COLLECTION OF EARLY CHILDREN'S BOOKS
A RESEARCH RESOURCE

by Anthony Hartnett & John Vaughan

Outside the copyright libraries there are a number of special collections of early children's books in Britain. The most important of these is that of the Victoria and Albert Museum, particularly since the splendid donation by Mr. and Mrs. Fernand Renier in 1970. Amongst the better-known provincial collection are those at Birmingham, Harrogate and Preston Public Libraries. Collections such s the Hockliffe at Bedford College of Higher Education and that at Fulham Public Library (now part of the Borough of Hammersmith) depend largely on their published catalogues for becoming known. The collection in the Education Library at Liverpool University of some 9,000 volumes, although appearing in directories of library resources, is, on the other hand, generally little known.

The Creation of the Education Library

The University's interest in teacher education dates from the end of the last century and its first collection of books on education was located in the former Tate Library. In 1921 the then Department of Education moved into part of its current accommodation in Abercromby Square. This was (and still is) a range of elegant late Georgian merchant's houses. Across the front first floor of four of them a library was constructed. The chief benefactor was Sir C. Sydney Jones, a local worthy, who aimed at creating a special library in education. Assisted by Sir Sydney's generosity, the second professor, E. T. Campagnac, undertook some astute book collecting and thus laid the foundations of the special interest in early children's books (now defined as pre-1914). In addition, a number of other benefactions and bequests were received including several from members of the important local merchant family, the Rathbones. The most recent was a generous gift from the library of the late Kenneth William Coram.

Following the Robbins report of 1963 the Department was joined by the Institute of Education to form the School, although responsibility for validation of courses in the local affiliated colleges of higher education is now the function of the University's Board of College Studies. Following the establishment in 1983 of the Faculty of Education and Extension Studies, educational studies (now including adult education) resumed the use of the term Department of Education. In order to accommodate the new Faculty in more salubrious and compact space the University added generously to a grant it was fortunate to receive. The Education Library was one of the substantial beneficiaries and enabled to reorganise its historical collections in secure and orderly space although the loss of its magnificent series of antique bookcases was lamented by some.

The interests of the Education Library in Abercromby House were defined as those of a special library of education in all its aspects. It serves not only the students of the Department (the P.G.C.E. courses and some 300 M.Ed. students, for example) but the staff and students of other university departments, and of the affiliated colleges, and (part of its inheritance from the Institute) some 900 teacher members in the region. So from initial training to post-doctoral research the range is very considerable.

The main functions of the library are thus clearly defined but the antiquarian collections are not museum items but form an important resource base for various kinds of research. In the immediate post-war period acquisitions had been mainly in the form of gifts and bequests. With the establishment of the School a more carefully defined acquisitions policy was worked out with the help of colleagues, especially a member of the accessions department of the main university library. Although the collection had a number of treasures, it lacked direction and purpose, and, worse still, the texts of a number of important classics of children's literature. A group of authors was selected including R.M. Ballantyne, Mrs. Frances Hodgson Burnett, Mrs. Lucy Littleton Cameron, Charlotte Elizabeth (i.e. Charlotte Elizabeth Phelan), G. Manville Fenn, G.A. Henty, Mrs. Barbara Hofland, W.H.G. Kingston, Mrs. Emma Marshall, L.T. Meade, Mrs. M.L. Molesworth, Mrs. Mary Martha Sherwood, Gordon Stables, Hesba Stretton (i.e. Sarah Smith), A.L.O.E. (i.e. Charlotte Marie Tucker), Mrs. Sarah Trimmer. The basic aim is the collection of texts but the methods of acquisition mean that variants come into the collection and, as in the example of a text such as Swiss Family Robinson, these are welcomed.

The collecting of early school textbooks was begun at the time of the founding of the library, but received a new impetus with the growth in interest in the history of the curriculum. Clearly this is such another vast field that selection is necessary. Editions of such famous writers as Lindley Murray, Oliver Goldsmith and Mrs. Richmall Mangnall (Historical and miscellaneous questions for the use of young people), are much in evidence together with earlier classics in arithmetic by Edward Cocker, Daniel Fenning, Elias Voster and Francis Walkingame. As there is a special interest at Leeds University in Greek and Latin school textbooks we do not compete. The library has responded to the academic interest in modern-language textbooks (although, as with English, not school editions of famous works unless these are prefaced by a substantial essay on pedagogical method), and in geography and history.

The acquisition of about 200 titles of nineteenth century textbooks of the United States has added a further important dimension to the collection which gives rise to important questions in comparative education. These examples, apart from illustrating some classics of early American Educational development as Noah Webster's American Spelling Book, include examples of 'provincial printing'.

Children's Periodicals

Although Sheila Egoff of Toronto Public Library produced for the Library Association a survey and bibliography of children's periodicals of the nineteenth century as long ago as 1951 the field remains relatively unexplored apart from the few raids by compilers of extracts for reprinting. With the continuing interest in Victorian periodicals for adults, this gap may receive attention. Compiling a list to guide purchasing policy needs to balance the various age ranges, boys and girls, and the pious Sunday reading with the more robust adventure story type. Although the library was fortunate to obtain complete sets of the very important Monthly Packet and Aunt Judy's Magazine, other runs have been mostly built by the painstaking acquisition of single volumes. It is highly satisfying to see the run of Girls Own Annual and the B.O.P. together with the Captain for the period collected. Less satisfactory are the gaps in St. Nicholas and Atalanta, and it is a matter for speculation if we shall ever complete the set of Louis Wain Annuals or Peter Parley's

Annual. Slowly Chatterbox, Children's Friend, Harper's Young People, Little Gleaner, Our Own Magazine, Playbox Annual, Young England and others are being gathered. Many of the large number of Sunday magazines of various societies must have been quite common at one time but are so far represented only by single volumes or by far from complete sets. The novels or books of stories seem to have survived in many cases because of a feeling of a sort of family piety which preserved school and Sunday school prizes when other volumes were discarded at the time of death or house removal. Periodicals and annuals seem, from our experience, to have been less popular as prizes and therefore, if this view is correct, less likely to have been preserved. The problems of dating some of the annuals and the habit of the pious for starting new series all add to the difficulties of building sets for, unlike academic journals, such periodicals were rarely purchased and bound for retention by families over a long number of years. Some journals come from institutional or other library collections or may have been rebound by modern booksellers, but apart from these some are acquired in publisher's cloth or pictorial bindings as issued. Some annuals were published in a variety of bindings to suit pockets of varying degrees of affluence. Collections tend, therefore, to look somewhat motley but not without interest (although currently for us of a secondary importance). Modern rebinding which destroys original dedicatory inscriptions is particularly to be depreciated and so also is the (no doubt well-meant) attempts to remove back plates and other signs of former ownership.

The Kitchen.

Take care rats, or pus-sy will catch you. You will not like to be in the claws of the cat; perhaps you will not get a-way a-gain; there-fore do not let the cheese keep you too long, or your lives will be in great dan-ger. The cat is use-ful in kill-ing you, be-cause you are so mis-chie-vous to my cup-board; and if the trap I set last night should catch you in-stead of the cat, you will then be in great dan-ger too.

I do not like you to go to my cup-board so of-ten; you spoil-ed a great ma-ny can-dles last week; and if you come there a-gain, I hope you will take a fan-cy to the nice piece of cheese in the trap.

Manuscript Exercise Books

Allied to the collection of textbooks, is the very much smaller group of manuscript exercise books. Although there are a few examples with English or history and geography work, our collection is mostly of mathematics and mostly early nineteenth century. Ideally, the book should contain the name, age, and school of the child so that actual educational activity can be located precisely.

Illustrated Books

The collection is not rich in those other delights such as pop-up books, battledores, and panoramas. It has some chapbooks. The Foundation collection is however rich in illustrated books and examples of the work of most of the principal names of the nineteenth century can be produced. In view of the existence of other collections and of the relative high costs currently, little effort has been made to extend this area. However, some years ago Mr. and Mrs. S. Oldham of Oxton, Merseyside, enabled us to acquire their own collection of nearly 1,000 items. With it came additions to all our areas of interest together with books which had delighted them but which we had considered beyond our immediate range. So we have a useful collection of fairy stories and some nice examples of Puffin Picture Books. In addition they had some studies of children's books which augmented the existing collection acquired partly by the Department and partly by the former Institute of Education Library. The major acquisition was the two-volume History of the Hornbook by Andrew W. Tuer (1896) with its reproduction hornbooks and battledores. Amongst the many illustrated books there is E. V. Boyle's Fairy tales by Hans Christian Andersen (1872), Richard Doyle's Fairyland (second ed., 1875) and a number of Walter Crane, Kate Greenaway and others, including Lucy Attwell, providing a rich resource for the students of book illustration.

The private collector is free, as long as he has time and funds, to pursue personal interests. The institutional collection developer has the same restrictions on resources but operates within guidelines which develop according to the academic interests of those whom he serves. The advantage, however, is that the result is not a collection of 'best books' or 'chief delights' but a research resource serving a variety of interests in a setting which prevents isolation and trivialisation. The setting of the collection within a library of a university is therefore important and reminds us that the most fruitful approach to the study of historical children's books is that which is conducted in relation to main stream bibliographical and other forms of historical research. Axel Munthe reflected in his 'Toys from the Paris horizon' that 'Each generation writes the history of its civilization in the books of its children'.

Research Degrees

The Department of Education welcomes applications for Ph.D. and M.Phil. degrees. Details of the areas of study covered by the department, and how to apply, can be obtained by writing to the Research Degrees Admissions Secretary, Mrs. A. Jones, Department of Education, General academic enquiries should be addressed to Anthony Hartnett, Tutor for Research Degrees, and Overseas students should contact Dr. Robin Betts, Tutor for Overseas Students, at the Department of Education. Enquiries about the Education Library should be addressed to the Tutor Librarian, Education Library, P.O. Box 147, Liverpool L69 3BX.

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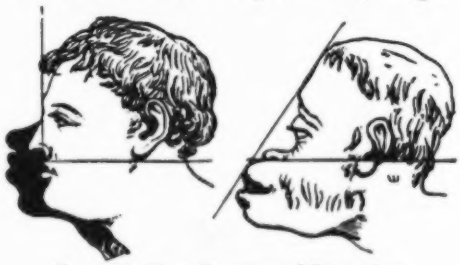
in brutes it lies behind it. Lines drawn from the ear to the nose, and from thence up to the forehead, shew this, and the space between them, called the facial angle, is nearly a right



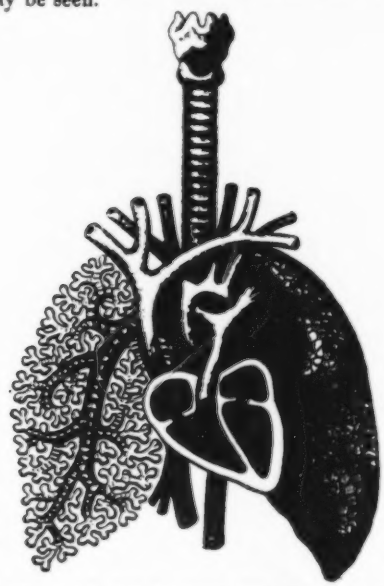
Faces of the Negro, European, and Orang-o-tang.

angle in man, and from one-half to one-third in the monkey. The jaws of a negro go forward a good deal, but his brain is more than twice as large as that of any monkey, and only one-ninth less than that of the highest of men.

Our teeth are all one length and close together; in other animals some are long, some short, as in the dog's mouth, and there are gaps between them as in the horse's mouth, where the bit is put.

Man's body has little natural clothing, or means of offence or defence. By his reason,

The heart is cut down, so that its four chambers, and the vessels which open into them may be seen.



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3. History in the Secondary School
   School of Educational Studies, 1984.

4. Teacher Appraisal: an Annotated Bibliography
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5. Is there a Future in Education?
   Professor Peter Kelly, 1986.

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   Peter Stephens, 1986.

7. Creativity and Rationality in Learning and Teaching Science
   Professor Wynne Harlen, 1986.

8. History 11-14
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9. Local History for Schools: Education and Society in Bootle (Teaching Pack)
   William E. Marsden, 1987.

10. Teacher Appraisal: Some Models and Guiding Principles
    Brian Aldred, 1987.

11. Dissertations and Theses with selected abstracts, 1986/87
    Department of Education, 1988.

12. The Liverpool Collection of Early Children's Books: A Research Resource
    Anthony Hartnett and John Vaughan, 1988.

13. Assessment and the Primary Teacher: Friend or Foe?
    Professor Wynne Harlen, 1988.

14. Damage Limitation: the Challenge of the Education Reform Bill
    A.V. Kelly, 1988.

16. University Adult Education: The Liverpool Experience
    Professor T. Kelly, 1986.

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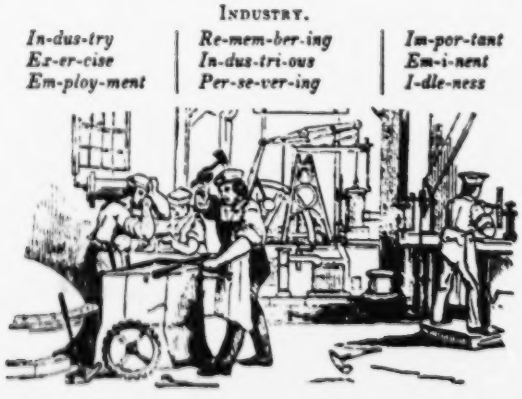

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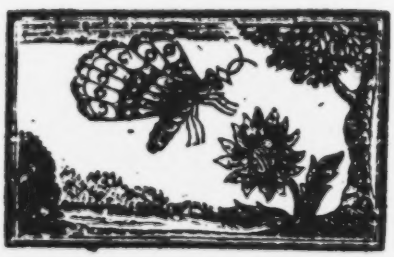
The BUTTERFLY.



The Butterfly in gaudy Dress,
The worthless Coxcomb doth express;
Who not regarding where he rose,
Is proud of what?—of his fine clothes.

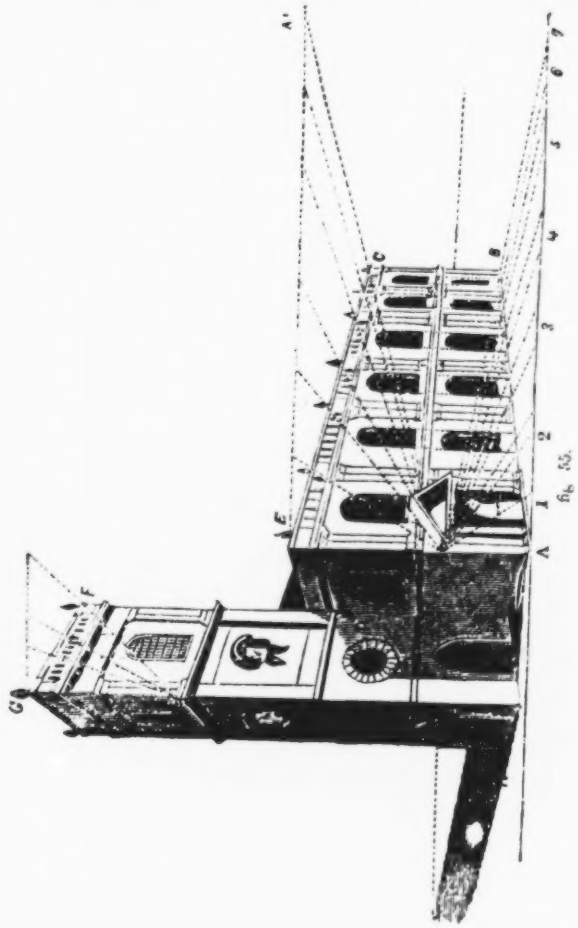
THIS

63

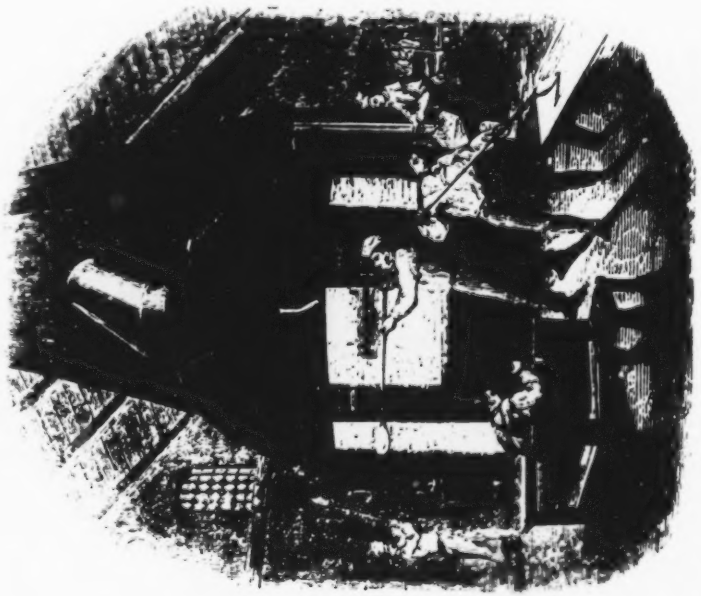
THIS gau-dy But-ter-fly owes its Be-ing to a Worm, and has no-thing to boast of but his fine Wings, which per-haps will be lost the first fros-ty Day. Then his Case will be like the Cox-comb's, who having lost his fine Hat, and bag Wig, hath no-thing to sup-port him, but an emp-ty Head.

The

examples will now be given, and the manner of treating them explained; the one being an interior view of a room, with its doors partially open, at various degrees of obliquity; the other an exterior view of a house with a projecting cornice. Let the lower part of fig 56 be the plan of that part of the room which comes within the range of vision, that is, which is comprehended within an angle of not more than 60° from the station-point;



and let the upper part A B C E be the boundary of the proposed view. Draw the base-line A B of the picture in plan, with its ends produced, intersecting the plan at such a distance that the extremities A B of the



THE GLASS-HOUSE.

Standards of Examination.

28.	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.
Reading.*	To read a short paragraph from a book, not confined to words of one syllable.	To read with intelligence a short paragraph from an elementary reading book.	To read with intelligence a short paragraph from a more advanced reading book.	To read with intelligence a few lines of poetry selected by the inspector, and to recite from memory 50 lines of poetry.	Improved reading; and recitation from standard authors, of not less than 100 lines of poetry, previously approved by the inspector. The meaning and allusions to be known.	Reading with fluency and expression; and recitation from standard authors, of not less than 80 lines of prose, or 150 of poetry, previously approved by the inspector. The meaning and allusions to be known.
Writing.	Copy in manuscript character a line of print, on slates or in copy books, at choice of managers; and write from dictation a few common words.	A sentence from the same book, slowly read once, and then dictated. Copy books (large or half-text) to be shown.	A sentence slowly dictated once from the same book. Copy books to be shown (small hand, capital letters, and figures).	Eight lines slowly dictated once from a reading book. Copy books to be shown (improved small hand).	Writing from memory the substance of a short story read out twice; spelling, grammar, and handwriting to be considered.	A short theme or letter; the composition, spelling, grammar, and handwriting to be considered.
Arithmetic.	Simple addition and subtraction of numbers of not more than four figures, and the multiplication table, to 6 times 12.	Subtraction, multiplication, and short division.	Long division and compound rules (money).	Compound rules (common weights and measures).†	Practice, bills of parcels, and simple proportion.	Proportion, vulgar and decimal fractions.
Grammar, Geography, and History.		(1.) *To point out the nouns in the passage read.* (2.) *Definitions, points of compass, form and motions of earth, earth's surface and most striking physical facts, popularly explained.*	(1.) *To point out the nouns, verbs and adjectives.* (2.) *Outlines of geography of England.*	(1.) *Parsing of a simple sentence.* (2.) *Outlines of geography of Great Britain, Ireland, and Colonies.*	(1.) *Parsing, with analysis of a simple sentence.* (2.) *Outlines of geography of Europe—physical and political.* (3.) *Outlines of the History of England from the Norman Conquest to the accession of Henry VII.*	(1.) *Parsing and analysis.* (2.) *Asia, Africa, and America.* (3.) *Outlines of the History of England from the accession of Henry VII. to the death of George III.*

N.B.—As to the words printed in italics, *see* Article 19 C. 2.

* Reading will be tested in the ordinary class books, if approved by the Inspector; but these books must be of reasonable length and difficulty, and unmarked. If they are not so, books brought by the Inspector will be used. Every class ought to have two or three sets of reading books. The class examination (Article 19 C.) will be conducted so as to show the intelligence, and not the mere memory of the scholars. The new subjects introduced into Article 28 are mainly taken, with the same object, from the 4th Schedule (specific subjects) in the Code of 1874.

† The 'weights and measures' taught in public elementary schools should be only such as are really useful;—such as Avoirdupois Weight, Long Measure, Liquid Measure, Time Table, Square and Cubical Measures, and any measure which is connected with the industrial occupations of the district.

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Wise	*Wis-er*	*Wis-est*
Po-lite	*Po-lit-er*	*Po-lit-est*
Tall	*Tall-er*	*Tall-est*
High	*High-er*	*High-est*
Hard	*Hard-er*	*Hard-est*
Soft	*Soft-er*	*Soft-est*